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ABSTRACT

The purpose of the document is to present ideas as guidelines for developing communication strategies to use in promoting change in rural Bangladesh villages. It gives hypothetical examples to show how communication material can be developed; offers a schematic design meant to show how communications personnel can function within the framework of any given program to develop effective strategies and materials for conveying information and influencing changes in behavior which conform to project objectives; and describes different media which can be used. Interpersonal communication and examples of verbal, visual,and audio media materials are discussed. The last section covers feedback and evaluation. Appendices consist of examples of various handmade media devices (rubber stamp numbers, postcards to create village interest), a report on a clean water motivational campaign, and a script of an audio cassette tape for a women's income generating program. (CM)

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# REPORT AND

# GUIDELINES FOR THE DEVELOPMENT OF COMMUNICATIONS CAMPAIGNS

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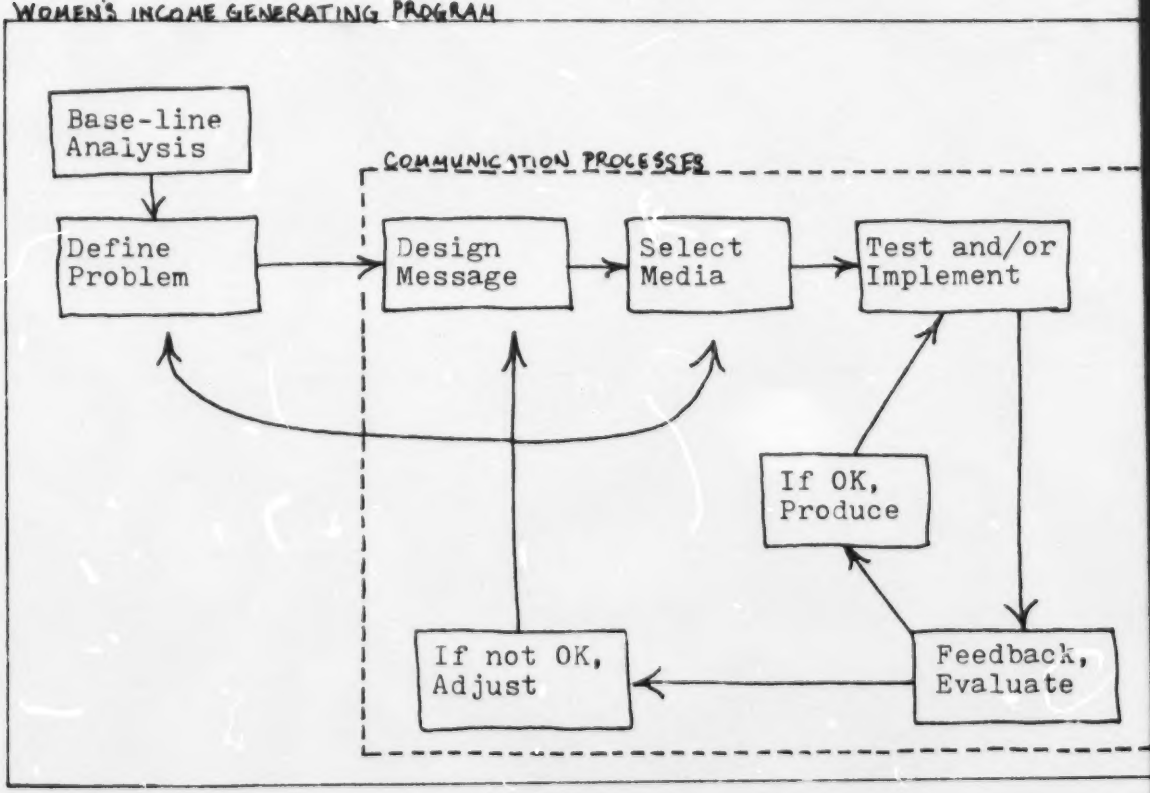
INTRODUCTION

The purpose of this document is twofold: (1) to report on the work accomplished during the two and one half months that I was consulting to the Village Development Training Program, and (2) to present some helpful ideas as guidelines for developing communication strategies. As such, this report is the outcome of the collaborative efforts of myself and members of the VDTP. The bulk of the information evolved from the Cox's Bazaar retreat held in February, 1979, and from our follow-up efforts at the Sylhet and Dacca worksites.

The strategies which we developed follow certain principles of communication, and are presented graphically in the following hypothetical example:



This hypothetical example will serve to show how a piece of communication material (a visual aid) might be developed. The schematic design is meant to show how the communications personnel can function within the framework of any given program, helping to develop effective strategies and materials for conveying information and influencing changes in behavior which conform to project objectives (the dotted lines enclosing the Communication Processes are themselves enclosed within the larger box representing the Women's Income Generating Program).

Hypothetical Example: Developing a Communication Tool and Strategy.

Women's Income Generating Program

| | |
|---|---|
| Base-line Analysis: | Most families have low or insufficient income for meeting their needs. Plots of land which are unused are available to most families. Evidence of nutritional deficiencies due to lack of variety of vegetables. |
| Define Problem, Objective: | People need extra income. People would benefit from food supplements. Objective: Institute the practice of keeping kitchen gardens whereby women could supplement the family's diet, as well as income through the sale of produce from the garden. |
| Design Message: | Program personnel decide which vegetables should be recommended for cultivation, and how they should be cultivated. Program and communication personnel decide together how people will be contacted and informed--in formal meetings, or house to house, etc.<br>Final decision: Promote potatoes and tomatoes. Hold informal meetings, 5 to 10 women per meeting, in different houses or meeting places. |
| Select Media: | Since the resident worker will be meeting with women in small groups, flipcharts could be appropriate. (To reinforce the functional literacy campaign going on in the village, key identifying words can be included with the illustrations on the flipchart.) |
| Test Flipcharts: | Take the flipcharts in a few villages for several weeks and test their efficacy by using them in lessons, or discussions. |

Feedback: After observation in a few villages, it appears that personal contact with the village women is good; they are interested in the program. However, it is noted that the flipchart is too small (30 cm x 60 cm). Some women with poor eyesight cannot see it well enough. Also, a few women have mistaken the illustration of the potato for an illustration of a squash.

Adjust: The objective and message appear to be sound. The media needs modification: the flipcharts are made larger for people with poor vision. The illustrations are improved so that they are more realistic.

Re-test: New, modified flipcharts are tested in a few villages.

Produce: If they are OK, they are produced on a scale appropriate for program needs, and then put into use.

The Role of the Communication Personnel.

Communications strategy is obviously indispensable to project success. Nonetheless, the nature of communications is such that it must fill a supportive role for each project objective. Because of the multi-faceted nature of the VDT Program (Women's Income Generating, Agriculture, Health, Functional Literacy, Community Organization, Ducks, Fish), the Communications Personnel must rely on base-line information gathered by the various topic specialists. The quality of this information will necessarily influence the effectiveness of communications strategies and audio-visual materials to be developed. For this reason, too, an on-going dialogue must be maintained between personnel in the field and training institutes, and the producers of audio-visual aids. In the final analysis, the effectiveness of strategies and materials must be proven in the field, and solutions to communications problems will have to be a joint effort of all concerned.

In addition to casual and informal meetings among personnel, time should be set aside on a regular basis during which members may sit together to discuss the progress of the projects, to handle problems as they arise, to modify materials and techniques, and to adapt short term goals in the light of current developments. Since communications are so closely linked with every facet of the project, all team members should be kept abreast of progress and activities in this area. This is all the more important since the village clusters will be used for on-site training for the three government agencies: The Rural Development Training Institute (RDTI), The Agriculture Extension Training Institute (AETI), and The Family Welfare Visitors Training Institute (FWVTI).

BASE-LINE DATA

The object of any communication strategy is behavioral change. The ability to influence change begins with an understanding of the people with whom one will be communicating and working. The design of messages and the selection of media for conveying them must be guided by a knowledge of the exact nature of the problem, prevailing attitudes toward it and toward changing it, available resources, and levels of verbal and visual literacy.

If, for example, villagers are unaware of the need for change, a motivational and educational campaign would be in order. On the other hand, while there may already be a general awareness of a problem, levels of commitment to change it may vary. There is no need for a message which explains a problem to an audience who already understand the necessity of dealing with it, and only lack the know-how. For example, the commitment to earning supplemental income exists in many villages; therefore, the messages to these people should be designed to help them find the best means for going about it. Base-line information might also be important here if it revealed the existence of traditions which would make it reasonable for us to anticipate a degree of resistance to change. The messages should be designed, in that case, to overcome resistance by stressing the advantages of alternatives to present practices.

In sum, a thorough understanding of the people we wish to communicate with will help us to design messages which represent

a balance between what is necessary to say and do from the expert point of view, and what is possible and appropriate to say and do from the villager's point of view.

Base-line data are also important for other reasons. For, this same information, which serves as a starting point for clarifying needs and appropriate solutions, also continues to serve as an invaluable point of reference against which to measure and evaluate the progress of the project.

Too Much Data. Is it possible to gather too much information? Few project organizers would complain of having too much information. After all, it seems logical that more information would lead to better understanding and consequently more effective solutions. However, if we put ourselves in the position of the villager, it is easy to imagine a growing irritation (or even suspicion) at being asked questions upon questions, by one after another stranger, no matter how kindly his demeanor or worthwhile his expressed purpose.

It is possible to gather quite a bit of information in a very unobtrusive way. This does not mean that one needs to be dishonest or surreptitious. On the contrary, a great deal of information needed to conduct a specific project is available to the naked eye. We can verify that a water filter project is working or not by merely taking a quick look around. How many have been constructed? How many are obviously being used?

Project planning, as opposed to on-going evaluation, usually needs an initial, broader range of socio-economic data. This

would mean a more formal and thorough surveying technique. In order to avoid any adverse effects which may come from too much questioning of villagers, then, the project objectives and the exact nature of required data should be well thought out in advance, so that once the campaign is initiated, it may be carried out in as efficient and unobtrusive way as possible.

EXAMPLE: COMMUNICATION STRATEGY FOR CLEAN DRINKING WATER CAMPAIGN

The following is an example of a Clean Drinking Water Campaign, from a statement of objectives to the final evaluation period The purpose of giving this example in some detail is to show (1) that different forms of media are appropriate to different stages of the campaign, and (2) that it is necessary, when introducing a new idea or practice into a village, for the project workers to follow through the whole continuum of the learning process with the villager until the new practice has become established habit. Habitual practice is really the only measure of the success of a campaign.

Statement of Objectives.

The first step is to decide, within the framework of the ideal final goal of clean drinking water for the entire village, just how many families the project can--realistically--expect to affect within a definite period of time. This usually means stating a much more modest objective than we would have wanted to, initially. But a more modest objective also helps us to use our time and resources more wisely, and increases our chances of real, measurable success. We forgo attaining our final goal in one great jump, in favor of achieving smaller, more realistic objectives which, in time, can add up to the accomplishment of our ideal goal.

The following is a graphic representation of the various stages of our communication campaign:*

*Adapted from World Neighbors Newsletter, "In Action," Vol.10, No.1E

| Stage | 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|---|
| Project Action | Tell about new idea | Instruct | Encourage trial | Encourage Practice | Follow-up | Evaluate |
| Learner Response | Learn why | Learn how | First try; resp. may be neg or positive | Positive responders begin practice | Can regress | Practice becomes habitual |

Stage 1. Tell of the New Idea.

The first step is to stimulate awareness among the villagers of the problem and of its solution. The purpose of audio-visuals at this stage is to make people pause and think, to take interest, to question, to draw comparisons--to prepare the ground, so to speak, for the extension worker and give him a willing audience. Single-glance items, posters, songs, spot announcements on the radio, newspaper items all help to stimulate interest and awareness.

Stage 2,3. Instruction/Encourage Trial.

The next two phases of the campaign go hand in hand. Villagers begin to learn why they need to boil and filter drinking water, and at the same time we begin to demonstrate the prescribed practices to selected members of the community. Instructional materials are now part of a concerted effort; they must help the resident worker to transmit substantive information and instructions. Meetings, or "classes" could be organized by the resident worker, at which he may use flipcharts, photocards, audio cassettes, slide shows, filmstrips, and models to explain the necessity of having clean water and how to obtain it. It will also be neces-

sary for the resident worker to carry on instructional demonstrations in individual homes, for the personal contact will be important at this stage for answering questions and for encouraging individuals to try the new practice.

Stage 4. Encourage Practice.

At this phase, interpersonal contact between resident worker and villager is extremely important. Of all who viewed the demonstrations, a certain number of families will agree to try the new practice for a specified amount of time. The resident worker must be constantly available to help, to encourage, to answer questions. At this point, other media are not so important as the resident worker is. He is the "media," in fact. Of course, it may help to continue spot announcements and songs on the radio, and to have posters and other single-glance items in gathering places.

Stage 5. Intensive Follow-up.

Although some families may have carried out the trial practice for an agreed amount of time, there is the possibility here for regression. Some may have a tendency to feel that the new idea is really too much trouble; they may not see any real benefits --yet. Follow-up is very important here. Again, the resident worker will be the most important influence, giving personal encouragement, allaying any doubts, answering questions. It may be helpful at this stage to organize meetings at the KSS and other meeting places, to re-introduce motivational type materials, to call on personal testimony from fellow villagers. Any measurable, beneficial results from clean water should be demonstrated to the

other villagers.

Stage 6. Evaluation.

At this stage, it is time to take stock of our work, to assess our success not only in terms of the number of people who have accepted the idea and continue to practice it, but also in terms of the effectiveness of the media we have employed. How helpful have the audio-visual materials been? Do they need to be modified? If so, in what way? It is time also, to think of using cooperating individuals as educators and motivators to the other families in the community.

## FACTORS TO CONSIDER IN SELECTING PROBLEM AREAS AND SOLUTIONS

General Guidelines.

- The problem should be consistent with the project aim to be of direct benefit to the villagers.
- Are villagers aware of the problem, or must it be brought to their attention?
- Is there already a desire for change and improvement?
- Will it be possible to anticipate resistance to change? Are approaches to problem solutions acceptable to leaders, cooperating agencies, and individual villagers? What is the nature of the resistance, if such exists?
- Are the advocated methods for change and informational-educational media appropriate to the resources of the area?
- How literate are the villagers, both verbally and visually? What kinds of messages will they most readily understand? Audio (radio, cassette tapes, discussion meetings)? Verbal (booklets, bulletin board messages, etc.)? Visual (posters, slides, demonstrations)?
- Can the planned procedures be easily initiated and managed by the resident workers?

The Importance of Small, Early Successes.

In aiming for the larger goal, it is easy to overlook or underestimate the importance of more modest accomplishments. Nonetheless, communication strategies should be built upon the expectation of attaining early successes in order to instill credibility. Once we can produce results concerning recognized, concrete problems, we will have the advantage of audience confidence in confronting more abstract or complex problems.

Credibility.

We must be careful to maintain our credibility. When we begin to introduce messages through various forms of media, we

are at the same time creating expectations. If a certain momentum of communications on our part is not maintained that matches the expectations we have created, we lose credibility. Our audience loses interest. This is not a matter to be taken lightly. We do not want to be like the boy who, by crying "Tiger!" too often unnecessarily, found that people had learned to ignore his cries, so that he didn't have their cooperation and help when he really needed it. Re-establishing credibility once it has been lost is twice as difficult, if not impossible, as gaining the interest and confidence of our audience in the first place.

An Integrated Approach to Village Development.

Problems faced by villagers are seldom conceived of as existing in neatly delineated categories, but as interrelated. The communications planners can take advantage of this fact whenever possible and appropriate by developing materials which mutually reinforce the different project activities. A good example is the integration of functional literacy education with other educational efforts, such as in agriculture. One technique would be to link key words with important visual messages concerning agriculture on posters or bulletin boards.

Use Local Human and Material Resources.

Produce Materials Locally. Work from the known to the unknown. Make the best use of current practices and knowledge which have proved valid. Encourage localization of content of audio-visual support materials by producing them in the region where they will be used, or by using local dialects, familiar

personalities, objects or images. Encourage local participation in the designing, planning, production and implementation of communication materials. Local people can themselves record portions of lessons and radio programs on cassette tapes, for example. Resident workers can create visual aids to use in the field.

Translation. In the case where materials are written originally in English, confusion, wrong impressions, and even harm can result from poor translation. Accurate rendering of ideas in the vernacular language is so vital that great pains are justified to make sure that the translation is correct. If a translator who is actually fluent in both languages is not available, a "back" translation (English to Bengali, and back to English) should be used for verification.

Audience Participation.

Different media create different types of audiences. Radio, slide shows, discussion groups, films and demonstrations demand that villagers convene in a certain place at a certain time. Newspapers, audio cassettes and the like allow the villager greater freedom in the choice of when, where, and how often he will receive a certain message. All forms of media have their value, and as wide a variety as possible should be employed in order to reach the greatest number of individuals.

People learn more effectively by doing, rather than by merely being told, or shown, what to do. Mass media such as radio, film and slides are more effective if the intended audience is organ-

ized into some type of receiving/discussion group. (The Training Institutes constitute already conveniently formed groups.) In this way, passive listening or viewing may be followed by active participation in the learning process. Information can be made clearer, questions answered, objections voiced and discussed. The more "private" media, such as audic cassettes, allow the villager to listen and "digest" messages at his own pace, in his own time, alone, or with a few friends.

Simple technology.

The most successful communication strategies rely on simple technology for the village level. Equipment which is fragile or prone to breakdown only distracts the attention of the audience, causing a loss of continuity in the presentation of the message. Audio-visual media are meant to facilitate communication. They should not draw attention to themselves at the expense of the content of the message. Serious consideration should be given beforehand to such factors as possible damage from weather or transport, availability of reliable electrical power, and expense in terms of maintenance and repair or replacement. What is most important is to select the medium most appropriate to the message content and the situation in which it will be delivered.

Improving Pictorial Materials.

Just as verbal literacy requires an ability to interpret written symbols, visual literacy implies familiarity with and understanding of the "language" of pictures, that is, certain concepts of mass, dimension, and perspective. However, one need

not go to school to learn to understand pictures. Urban dwellers usually have enough exposure to billboards, posters, photographs and films to be able to understand their content without confusion. We cannot assume, however, that rural peoples see and interpret pictures in the same way that we do.

In January, 1976, the Extension Division of IRDP undertook to conduct a Visual Interpretation Survey in three selected areas of Bangladesh, one of which was Sylhet. The survey was conducted as follows: an individual was shown, simultaneously, four pictures, identical in content, but different in style. For example, the interviewee was shown (1) a photograph of a cow, (2) a photo cut-out of the cow, (3) a line drawing of the cow (traced from the original photo), and (4) a silhouette of the cow (traced from the original photo). The interviewee was then asked to describe what he/she saw, and to indicate which picture had most helped him/her to identify the object.

The conclusions drawn from that survey can help us to create more effective visual aids:

- Visual aids should be realistic, simple and clear. They should supply enough information for interpretation, but should be free of purely decorative or unnecessary details, shadings which distort or cover up, perspectives which distort or require too much sophistication to interpret.

- Only one concept or idea should be stressed in a single visual. Extra details, whether for decoration or greater realism, often detract from the main idea and confuse. Superimpositions, montage effects, and actions which must be interpreted consecutively should be avoided.

- Greater realism may be achieved by the use of color, but color must be used functionally, rather than decoratively. Great care should be exercised if any objects or colors are to be included for their symbolic rather than literal value.

We would further add:

- If photos are to be used, it is helpful that the person photographed be a respected member of the community.
- That person should perform the action in the normal manner, and not in any way he thinks the resident worker wishes him to for the sake of the photo.
- Normal, proper social relationships should be depicted in the photos. All must be acceptable.
- The person being photographed should understand thoroughly the concept behind the action he is performing, so that when he is given copies of the photo in which he is featured, he will be able to explain it to others.
- When visual materials are used, discussion should begin with an identification of the people and the objects in it. The resident worker should assure himself that the picture is not causing any confusion.

Audio-Visuals: A Checklist for Success or Failure.

Audio-visuals usually fail for one or more of the following reasons:

* They are technically or culturally irrelevant.
* The message conveyed by the audio-visual is based on assumptions which project personnel have about the audience but which have not been tested out or proven to be true.
* They present too many new ideas at one time, causing the viewer to become bored, confused, or irritated.
* Their content may only have entertainment value; they don't inform, induce new awareness, or encourage change.
* The audience is allowed to remain passive, without participating in follow-up discussion or activities.
* Equipment is fragile or prone to mechanical breakdown, causing distraction and loss of continuity in the message.
* Equipment and/or audio-visuals are too expensive to maintain, in terms of time and overhead.
* Means of evaluating or obtaining feedback from the audio-visuals are not built into the program.

Conversely, audio-visuals can be expected to bring success under the following circumstances:

* They are enjoyable and educative.
* They are explicit and easily understood.
* They are motivational, encouraging change of awareness or practice.
* Viewers are encouraged to react to new ideas or awarenesses, through discussion, or other activities. Assistance is available when needed.
* Expense is not prohibitive, in terms of number of people reached per cost.
* They save time by presenting new ideas in a vivid and memorable form.
* They are appropriate, technically and culturally.
* Equipment is easy to operate; messages are not dependent on sophisticated equipment.
* They are flexible, adaptable to a variety of situations.
* They are easily available in-country.

## THE MEDIA: INTERPERSONAL COMMUNICATION

### The Resident Worker - a Form of Media.

The first consideration in selecting media should be given to interpersonal communication. The resident worker, or extension worker, should in fact be considered as a form of media. He/she is the single most effective communication channel, and the key to a successful campaign lies in how well the field worker is trained and supported by the VDTP Center. It is through the resident worker that new ideas are introduced into a community, and it is through his/her influence that a community may become conscious of its own situation, and of the value of united efforts and perseverance in solving their problems, and improving their livelihood.

Model of Change. The resident worker should be a model of change. He/she should demonstrate in his/her daily life and living quarters the innovations which are being promoted.

Available to educate. The resident worker should be available to educate whenever possible. Once a villager is aware of a new idea or practice, he spends some time deciding whether or not to adopt it. A resident worker must use his judgment and consider appropriate educational methods for bringing about acceptance. He should provide villagers, as much as possible, with opportunities to try out the practices which he demonstrates, so that they may gain confidence in handling a certain task, or be persuaded of its efficacy.

Provide Evaluative Feedback. The resident worker is in a position to observe the effectiveness of audio-visual materials in use in the village, and to provide comments on how they might be modified or improved.

Gain the Support of Local Leaders. A program's success depends on the attitude of local leaders to the resident workers. Since local leaders are more credible and their opinions better accepted, they should be involved and have vital roles to play.

Training in Teaching Techniques. Since the resident workers will be teaching or demonstrating at various levels, from the Institute to the village, they should have ample opportunity to practice teaching techniques, the manipulation of audio-visuals, and the management of group dynamics. Moreover, this training should be on-going. Performance skills should be a part of the formal training of the resident workers. Performance training methods are those in which (a) the trainees take an active part, (b) the trainees can be observed in action and can receive immediate feedback on their performance, and (c) changes in the trainee's behavior can be observed. Typical performance training techniques are micro-teaching, interaction analysis, and simulations.

- Micro-teaching is a method which isolate the component parts of the training process so that the trainee can master each part one by one in a simplified situation. Micro-teaching is "micro" in class size, lesson length, and the restriction of emphasis on one or two skills. A typical micro-lesson might last only 5 to 10 minutes, and use a "class" consisting of from 4 to 6 learners. The specific skill (communication or technical) being practiced might be limited to demonstrating how a water filter is made, or manipulating visual aids during a discussion. A micro-lesson should also supply the trainee with immediate feedback on his performance, by means of (a) written or verbal comments from

his peers who observe him, or (b) a videotape replay of the lesson, or (c) comments from the class itself.

- Interaction analysis is a method which allows the trainee to understand the types of personal interactions which take place in the group learning situation. An observer is necessary who can note down on paper the different kinds of actions occurring during a lesson: how often the leader/teacher speaks or directs questions to the learners, how many learners ask questions, and how often, etc. One purpose of this kind of analysis is to determine the amount of time the leader talks in proportion to the amount of time that group members talk. Also, the nature of the interactions is observed. This cumulative overview is designed to help the trainee to become aware of the interpersonal dynamics of various situations, and how he may influence these dynamics.

- Simulations (role playing) involve creating a situation as close to reality as possible which allows the trainee to practice his techniques--but without the risks involved in the real situation.

Maintain Contact with the VDTP Center. In-service training workshops and group meetings should be arranged periodically for the resident workers, to provide them with new incentives, as well as a forum for an exchange of insights and ideas. These periodic reunions would also serve to reinforce the resident worker's commitment to the objectives of the project, and enhance the flow of project communication.

Respectful of tradition. Resident and extension workers should be respectful and tolerant of traditional attitudes and practices. The field worker, convinced of the rightness of new

ideas and technologies, and infused with enthusiasm for his educative task, may have a tendency to denigrate or ridicule the traditional ways he encounters in the village. These "primitive" ways may appear as barriers to him. Although this kind of reaction may be understandable, it most certainly would be disastrous, for it would adversely affect his ability to relate to the people with whom he must work. Successful interaction and communication between people is only possible when it is based on mutual respect for values and culture. A willingness to accept and adapt traditional ideas, rather than to destroy them, will ensure greater chances for success.

THE MEDIA: TRADITIONAL FORMS

Traditional forms of entertainment such as songs, drama, story telling, "puti," "zarigan," and "habigan" offer excellent means of reaching village people, of motivating them, and of making them aware of problems and possible solutions. Traditional forms of entertainment are already localized, and they present ideas in an attractive, lucid, and easily retained form. Many singers and entertainers are available in the area for recording or performing material composed by the project. An IRDP Radio Survey conducted in 1976 revealed that the most popular programs are songs and dramas. Therefore, we should plan in the future to use songs and dramas on the radio, and to begin now to create programs and to initiate the process of obtaining clearance for broadcast from the Ministry in Dacca.

"Puti" are traditional, open-ended stories. Because they

are basically forms of entertainment, "puti," songs, and dramas should be used principally as motivational, and awareness-creating tools. They are more effective if left open-ended, as a starting point for discussion, than as a vehicle for detailed or complex instructions. At the same time, care should be exercised that "borrowed" forms of media are respected, so that audiences do not feel that their traditional modes are being cheapened or spoiled in any way by adaptation to new or modern ideas.

Women's Income Generating Song. In February, a member of the Women's Income Generating Program composed a song with the intention of motivating women to supplement their family income through the cultivation of kitchen gardens. The song was performed by a local artist, and recorded on cassette tapes. The song was later incorporated at the opening and closing of a spoken message on the Income Generating Program. The song and spoken message were tested in the village with promising results. Many women flocked around the field worker and listened attentatively to the recording. Afterwards a lively discussion ensued. The song is translated as follows:

Aunt of North house
Aunt of South house
Let's sit and listen to the advice of the sister.
She's speaking about things not so bad.
If we all grow plants
And if a little amount is earned
What harm is in that?
So let's listen to the words of the sister.
You have land that is lying uncultivated;
I have seeds.
If we engage ourselves
In growing trees
How much time will that need?

So let's listen to our sister.
There is no laziness of the soil
If we plant with our own hands
And if fruits come,
That will be taken by
None but our children.
So let's hear the sister's advice.

The enthusiasm and interest generated by this pilot experiment demonstrates the value of adapting traditional media, and should be pursued further.

Slogans for Children. Children traditionally learn their school lessons by reciting them out loud. The parent, hearing his child, is satisfied that the child is studying as he should. The Pure Drinking Water Project decided to compose a slogan which will be taught to primary school children in Mogulgaon who will then "take the message home" to their parents. They will become, in effect, like miniature "loud speakers." The slogan is translated as follows:

Leaving pond water
We shall drink tubewell water
And we shall erradicate
Diarrhea from the village.

## THE MEDIA: VERBAL MATERIALS

### Literacy and Extension Education.

At first, the lack of literacy among the villagers will require the project to limit its teaching aids for the most part to audio and pictorial materials, rather than purely verbal printed materials. Nonetheless, now is the time to begin to prepare for an ever-increasing number of literate people who will be trained

through the functional literacy program. We should begin to produce printed materials immediately. People with the newly acquired skill of literacy will be only too glad for the opportunity of excercising it, the more so if what is available for them to read has something significant to say about their village life and economy.

Newspapers.

Newspapers are a cheap, accessible, popular form of communication. Since they contain news of current issues and happenings, people are naturally interested in them. Even those who do not read, enjoy looking at the photographs, and can have the news read aloud to them. Informative stories and photos concerning the project's goals and activities should be inserted into the newspapers whenever possible. Urban as well as rural people need to be informed about development efforts in their country. Moreover, there is a constant flow of people between the rural and urban areas, and people naturally discuss important activities in their lives. It can only reinforce our efforts to keep as broad a range of people as possible informed of development projects in their region. A villager who meets an urban friend who is informed of project activities in his area, cannot feel isolated, but rather part of a larger effort toward improving his livelihood.

Since urban people can, in many instances, benefit from their own kitchen gardens and from information on nutrition, we have begun inserting motivational and instructional items concerning vegetable gardening in a weekly Sylheti newspaper. The inserts

will continue for 6 weeks and then be evaluated as to their effect.

Functional Literacy.

We are engaged in teaching rural people how to read and write. The importance of literacy should not be underestimated. With the ability to read comes the potential for expanding knowledge and control of one's environment. Since literacy skills must be continually practiced in order to become second nature, we have developed other tools in support of this goal. They are as follows:

Newspapers and Functional Literacy.

Newspapers may have potential as an educational tool, as well. We are in the process of writing a series of short lessons in functional literacy which would cover one or two columns in the weekly newspaper. Including the lesson in the newspaper will make learners curious about the rest of the information in the paper and so motivate them to find the vocabulary of the literacy lessons in the other articles, thereby supplying follow-up and reinforcement for their literacy lessons. It would be beneficial in this case to select vocabulary for the printed lessons from among the most frequently repeated words, especially those used in the captions under the photographs. It would be even better for the project to supply photographs of its activities to the newspaper. The functional literacy teacher would be able to use these lessons in his classes, and the students, by cutting the lessons out of the newspaper each time they appeared, would

be able to accumulate their own "textbook."

Rubber Stamp Printing Press.

To implement the idea of a portable rubber stamp printing press, we had 2-inch letters and numbers made up, as well as some specific words selected from the health, women's income generating, and duck programs. The rubber stamps are currently being used in Mogulgaon, and after evaluation, we will decide how and to which other clusters the idea should be expanded. The rubber stamp letters appear to have many advantages:

- support materials not only for functional literacy but for other projects too can be created cheaply and quickly.
- lessons and other materials printed on newsprint are so economical that they can be made with the intention of being left behind in the villages for people to keep.
- they can be used in the actual literacy teaching process.
- a sense of participation for both resident workers and villagers is created by involving them in making their own materials.
- materials can be made locally, and as the need arises for them.

Playing cards.

Where card playing is an acceptable pastime, special playing cards can be made up which help to teach the numbers, Bengali letters and certain selected words. Playing cards can be tested in Mogulgaon where the resident worker enjoys relaxing with the villagers in this way.

Match Boxes.

Boxes of matches are a common commodity. Empty boxes are

often kept for use as medicine containers, seed containers, or other reasons of convenience. Why not use match boxes to convey a simple message? The project could print up and paste messages on the boxes and supply them to the local market areas, where they would be sold to villagers at the normal price. Educational messages could then enter the village in a normal manner. In support of the functional literacy program, for example, one side of the box might have a letter printed on it, while the reverse had a word and illustration related to that word. Another idea would be to use the boxes as "alphabet blocks" for learners to make their own words.

## THE MEDIA: VISUAL MATERIALS

### Single-Glance Items.

Single-glance items are those which contain a simple message usually conveyed by a picture, or pictorial symbol, with perhaps a word or two. They are attention-getting devices (posters, billboards, advertisements, match boxes) which serve as constant reminders for people to filter water, for example, or to cover their wells to keep out dirt. These types of messages should be placed where people gather or pass: in market places, near wells, in tea shops and other meeting places. Their purpose is not so much to educate, as to create and maintain awareness.

### Photographs.

Photos are a particularly appealing form of media. People usually enjoy having their picture taken, seeing themselves and

people they know (or don't know) in photographs. Photos have a wide range of uses. They can serve as a concrete element in interpersonal communication, something tangible to hold and discuss, a departure point for an exchange of ideas and information. They can be used as an interviewing tool, as an orientation tool for extension workers, as an evaluation tool (photographing events for later reflection), and as a teaching tool. Of course, one must always respect another's desire not to be photographed.

Photocards.

Photocards are no more than black & white photos mounted on cardboard to make them easier to handle and more durable. They can be easily and inexpensively produced by the project, and provide a flexible system of visual aids for the resident worker. They allow him to choose appropriate photos and to present them, or use them in any order he sees fit. During a lesson or discussion, the photocards can be easily passed around or put up on display. They can provoke discussion, or be used by the resident worker to monitor a learner's understanding of the subject illustrated. The photographs should represent the real life of the villagers, and if possible, people they know. In this way, the photos may also serve to give villagers a chance to compare the present reality with that illustrated in the photo, thus achieving a sense of continuity. The resident worker, in utilizing the photocards, should not impose his ideas or solutions on the villagers, but allow them to interpret the photos themselves. This will help them to sort out their problems according to their own

mental frame of reference.

As a reinforcement of the functional literacy program, key words can be rubber-stamped on the front of the photocards. A brief descriptive or explanatory text could also be printed on the back of each photo. We have produced a series of photos on "How to Make a Water Filter" to be used in Kollogram, and some photos on vegetables to be used by the Crop Production and Women's Income Generating Projects.

Flipcharts.

Flipcharts consist of a series of illustrations mounted on separate pieces of cardboard which are then assembled into a kind of loose binder. A flipchart should be large enough and sturdy enough to be able to be set up in front of a large group of people. Since it can't be assumed that everyone has good eyesight, the letters and pictures should always be large and clear enough to be recognized at a distance. The teacher, or resident worker, can then turn over each illustration as he needs to refer to it in his lesson.

The main thrust of the message of the flipcharts should be visual. Since they are usually used in front of large groups, or must be passed among numbers of people, only a few key words or phrases should be included in the illustration. The visual message should be simple, clear and uncluttered. Any extensive explanations or texts may be printed on the backs of the cards, instead, or as separate teaching aids to be mounted on bulletin boards or in places where people may be at their leisure to read.

Postcards.

The idea of using the direct mail is worthy of consideration. Among people who receive little mail, the receipt of an illustrated postcard could be an event of some importance. Moreover, postcards being a "public" form of communication, also create interest and inquisitiveness among the village people through whose hands they pass.

The postcard idea was tested in two villages: Mogulgaon and Kollogram. In both these clusters, a clean water program is in progress, and in Kollogram there had also been demonstrations on the construction and use of a locally-designed water filter. With these facts in mind, the cards were drawn showing a water filter, accompanied by a few simply-worded explanations, and sent to the village worker. Receipt of the card in one village did indeed create enough interest to continue testing the idea, and so more cards on the same subject were sent to selected villagers and co-workers. (In the other village, unfortunately, the card was never received because it had been addressed improperly.) Since testing of the idea is still in progress, a full evaluation has not yet been made. Although, initial indications are very promising.

Postcards would seem to lend themselves to the motivational and awareness-creating stages of a development campaign. In the field of health, they can illustrate a new idea. In the functional literacy program they can create interest and, once accumulated, even serve as educational flashcards: for example, showing a picture of a vegetable with its name printed underneath.

Another idea is to use the postcards as a kind of reward by

sending them to people selected for their contributions to a project. And still another idea is to use a postcard mailing well in advance of an event as a kind of announcement, thereby lending some importance and excitement to the event.

Demonstrations and Models.

It hardly seems necessary to mention the value of demonstrations and models, for every project representative, in everything he does, should attempt to set an example to others. In constructing a water filter, or cultivating a kitchen garden, or digging a well, a resident worker is demonstrating a skill. This kind of activity is motivational as well as instructive, and it creates a sense of enthusiasm. People learn more readily by doing than by being told what to do. Models and demonstrations by the resident worker are real, they invite the participation of the villager, and they show a whole process carried out at a normal pace. Moreover, once constructed or planted, models remain available for the villager to inspect or contemplate. Demonstration plots should be set up in each village cluster. In addition, it could prove beneficial for each resident worker to have a small scale experimental plot for trying out various ideas.

Demonstrations which we have carried out successfully in the villages include compost making, crop production, and a locally made water filter.

Slides.

Slides are an attractive and effective visual aid. Out of doors at night, or in a darkened room, the attention of the audience is attracted and held by the bright color picture which can be projected large enough for all to see clearly. It is a simple matter to produce localized slide shows for project purposes. All equipment and facilities are available at RDTI. Slide shows may be enhanced by being synchronized with a tape recorded soundtrack.

Slide shows are adaptable to many purposes. They will be useful in the technical training of new resident workers and extension personnel from the three training institutes. There is also a place for slides at the organized KSS meetings. But it should be noted that slide shows should be used only to supplement an educational program. They should not be allowed to become merely entertainment.

Conducting a slide show requires some skill, both in manipulating the machinery, and in being able to teach comfortably with them. Any resident worker who expects to use slide shows should have ample practice beforehand.

## THE MEDIA: AUDIO MATERIALS

Audio Cassettes.

Audio cassette technology lends itself to the diffusion of information to rural people, to the collection of data and feedback, as well as to the training of the field workers. Some of the advantages specific to audio cassettes which should be con-

sidered are:

* Convenience. A cassette can be used when the listener is ready and when associated materials are available.

* Repetition. The listener can play the tapes as often as he desires.

* Flexibility. Cassette messages do not have to conform to set time periods, as for radio, for example.

* Localization. Content can be easily patterned to the local area, language and subject.

* Literacy-free. Cassettes are effective as a means of reaching people whose preferred mode of communication is oral.

* Low-cost. Cassette recorders and batteries are available in country. We may also experiment with low-cost, battery-free wind-up models.

* Durability. The tape cassette and recorder are both relatively durable because moving parts are concealed.

* Transportability. Machines are small and light-weight.

* Media Combination. Cassettes can be integrated with slide projectors, and other specially prepared visual materials, as well as with radio and newspaper follow-up.

* Simplicity. Operation requires only minutes of instruction.

* Participation. Cassettes may be used by villagers to record their reactions and ideas; by resident workers for note taking, or as a means of intra-project communication.

Women's Encome Generating Project. During the month of February, an informal test was made in two villages. A motivational script in Sylheti dialect was recorded. In addition, a song was composed on the same topic and used to introduce the message, and to close it. The resident workers in two villages played the tape among the women folk, with the result that much interest and curiosity was created. Many village women questioned

the project workers regarding the program. However, two flaws became evident during presentation in the village setting: (a) Some words were used which were not familiar to the village women. An effort will be made in the future to stay strictly within the local dialect and vocabulary. (b) The tapes were played for the women at the same time as two other presentations were being made, thus distracting the women. In the future, a more appropriate time will be selected for playing the tapes.

Testing of Audio Cassettes in the Villages. Before launching a full-fledged audio cassette program in the villages, it would be wise to test a few tapes in a limited number of villages. The object of these initial tests would be:

- To evaluate the degree of acceptance among villagers.
- To assess the nature of and amount of information that can be effectively transmitted by tape cassette.
- To determine the most effective setting for using tapes, whether in groups, or individually, or in conjunction with other media, or discussion leader.
- To identify villagers who may be already familiar with cassette recorders, opinion leaders, or local organizations which may be willing to cooperate with the project.

Each message should be written in, or translated into the dialect of the chosen village. Background music and sound effects should also be localized. Perhaps it would be helpful, although not necessarily so, to select the narrator from the test village. Finally, the messages to be presented on the test tapes should be coordinated with other activities undertaken by the resident workers in each village, so that the cassettes appear as part of a total program, and not merely an entertaining novelty.

Testing the cassettes initially on a limited scale means:

- Mistakes are not spread over too broad an area.
- Problems can be corrected as they arise, allowing us to continually make the tapes more effective, relevant.
- Practice is gained through producing materials and modifying them as necessary.
- An audience is built up slowly, as much by direct contact as by word of mouth.

Evaluation of Audio Cassettes. A simple research design can be used to evaluate the relative effectiveness of the cassette tapes. Selected villages can be matched according to data provided by the base-line survey. Among the groups that are matched (in this case, on the basis of knowledge of the advocated practices), some should receive only taped lessons, some should receive lessons directly from the resident workers, and some should receive the lessons in both forms. Knowledge gain and behavioral change should be monitored and compared among the matched groups. Results may be fed back for evaluation in three ways:

- Collected by interview with a resident worker.
- Recorded by members of the village on cassette tape.
- Recorded in writing on prepared forms by the resident worker.

Radio.

Because of its accessibility, low-cost, and wide listening audience, radio may be a very useful communication tool. Radio can inform as well as entertain. It can help to popularize a

campaign, to stimulate discussion, and because of its very nature, it can lend a certain amount of authority to the facts and ideas presented. It must be borne in mind, however, that for radio to have any real, measurable effect on listeners, it should be integrated into a total program and coordinated with the use of discussion groups, planned lessons, and other audio-visual aids.

In 1976, IRDP's Extension Division conducted a Radio Listening Habits survey in three selected areas of Bangladesh. One of these areas happened to be Sylhet. Although several years old, the results of that survey are worth noting:

40% of the people interviewed owned a radio, and the average listening audience was found to be about 9 people. In descending order, the most preferred types of programs were (1) government messages (the survey was taken in a time of political change), (2) songs, (3) drama, (4) educational programs, (5) advertisements, and (6) interviews. The most popular programs broadcasted at the time were, in descending order, (1) Durbar, (2) news, (3) songs, (4) Desh Amar Mati Amar (IRDP Extension Program), (5) Poligiti, and (6) advertisements. People listened most to (1) Dacca Radio, (2) Sylhet Radio, (3) BBC, and (4) VOA. 58% of the people interviewed listened to the radio from 1 to 5 hours per day. 46% of the people interviewed believed all that they heard on the radio; 45% believed only some of the information they heard on the radio. 59% of the people interviewed stated that another person had told them something he had heard on the radio, and this information was (1) political, (2) agricultural, (3) family planning-related.

Depending on the purpose and the content of the message to be transmitted via radio, a wide variety of formats is available:

Songs. Songs which are based on traditional or popular styles, and which explain or illustrate a pertinent point may be composed. If they are attractive or catchy, listeners retain them easily.

Radio Drama. The dramatization of information for radio audiences is an excellent means of influencing awareness and behavior. Radio dramas are, in effect, an amplification of the age old practice of story telling, and as such can appeal to the imagination in ways that the visual arts cannot. Radio dramas can employ several character voices, sound effects, music, pauses and silences to create whatever situation is desired. There are no limitations in space or time, for the imagination of the listener fills in the necessary details. All modes of expression can be adapted for radio dramas: comedy, suspense, conflict, etc. A realistic script, based on actual experience, is an effective means of presenting and dealing with human problems.

Documentary/Education. Documentaries examine the real world in a nonfictional, yet dramatic way. The content of documentary programs is not contrived, but real. They may consist of narration, interviews, drama, testimonies, eye-witness accounts, sound effects, folk or mood music effects, or poetry. The narrator usually assumes a central role in the documentary, linking all the elements together and providing continuity.

The art of creating a good documentary which is educational and informative, but not dull, requires some imagination and thorough research. In its simplest form, a radio documentary might consist of a series of short field interviews, linked by an interesting narration.

Spot Announcements. Spot announcements inform listeners about forthcoming events (arrival of an expert demonstration team in a certain area, for example); tell listeners how they can obtain certain information or products or services; remind audiences of future broadcasts on topics of interest, etc. Spot announcements should be short, and should present only one subject per spot. A technique which can be used to stimulate listener curiosity involves presenting certain interesting facts, followed by a suggestion as to where to get further information.

Slogans. Slogans are short, catchy phrases which play on word meanings or sounds. They are often adaptations of proverbs. They should be no more than a few seconds in length, and should be repeated often, so as to become familiar to listeners. It is often effective to introduce and close the slogan with a short, identifying bit of music.

MATRIX OF AUDIO-VISUAL TOOLS

The matrix on the following pages describes some standard audio-visual tools we have been working with or discussing. It should be noted that no audio-visual, by itself, has any real value. Each audio-visual message is like a seed which needs to be cultivated and nurtured in a systematic way in order for the idea it contains to have the best chance to come to fruition. Seeds scattered to the winds may or may not land upon fertile soil. Why waste precious resources, when a certain amount of understanding and intelligence in planning will produce a much richer harvest?

Certain types of audio-visual aids must obviously be manipulated by a discussion leader (film, slide shows, flipcharts, blackboards, demonstrations), or by his audience (photocards). Other visual or written messages may be made available to people in public places where they congregate (posters, bulletin boards), or to people privately (newspapers, radio, match boxes, etc.). It is the audio-visual messages which do not fall under the direct manipulation of a resident worker, or discussion leader, which should not be left to chance, but which should be well integrated into a total program in which all messages and activities mutually reinforce each other.

| AUDIO-VISUAL | DESCRIPTION | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| 1. Audio cassettes | Messages recorded on tape cassettes. (For groups and individuals) | Inexpensive; literacy-free; portable; convenient; easily produced; can be combined with other media; possible feedback mechanism; can be used individually or in groups. | Require careful planning and logistical support; require batteries; moderate expense for equipment. |
| 2. Blackboard | Rigid black surface which one can write on with chalk. (For groups) | Easily maintained; minimum of preparation; can be used any time; inexpensive. | Awkward to transport in the field; limited to user's artistic ability. |
| 3. Bulletin board | A large surface (may be a wall) upon which messages, posters, newspapers, etc. may be fixed. (For groups) | Inexpensive; good way to present current information; available at any time for inspection. | Constant supply of good material necessary; if outdoors, may be damaged by the weather. |
| 4. Demonstration models | Using actual tools, materials or land to show how something is done, or its effect. (Groups & individuals) | Good way to use the actual processes and to invite learner participation; high degree of veracity. | Requires a lot of preparation and planning. |
| 5. Film | Black & White or color 16mm motion picture film projected on a screen; with or without sound. (For groups) | Dramatic; gets audience attention by showing motion. | Requires expensive equipment; a darkened area for viewing; difficult to transport; need training to operate; lengthy production time. Electricity required. |

| AUDIO-VISUAL | DESCRIPTION | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| 6. Filmstrips | Strip of 35mm images in sequence. (For groups) | Same advantages as slides, but in addition cannot be gotten out of sequence. Easily transported; can be produced at the Center. | Easily damaged; must be viewed in a darkened area or at night; some training required for operation. Batteries or electricity. |
| 7. Flannelgraph | Piece of flannel attached to a rigid surface upon which cut-out figures, backed with flannel or sandpaper, will adhere. (For groups) | Easily maintained and transported; invites learner participation; good for demonstrating sequence of events; inexpensive. | Requires considerable advance preparation; difficult to use out of doors is there is wind. |
| 8. Flipchart | Illustrations on large heavy paper, bound together at the top so that they flip over in sequence. (For groups & individuals) | Relatively inexpensive (but more expensive than posters); easy to transport; good way to give sequential information. | Deteriorates with constant use; some practice in their use is needed. |
| 9. Offset Printing | Inked impression from paper plate is made on rubber-covered roller, then transferred to paper. Offset system includes (1) paper plate maker (2) fuser to harden plates, and (3) printing press. | Multi-copies easily printed; plates inexpensive (save on typing, type setting); reproduce existing materials by photocopying; good for printed materials for training institutes. | Limited to small format which is often not entirely appropriate for village-level materials. Larger press more expensive. Complex piece of machinery which relies on imported parts and materials. |

| AUDIO-VISUAL | DESCRIPTION | ADVANTAGES | DISADVANTAGES |
|---|---|---|---|
| 10. Photocards | Photos mounted separately on heavy cardboard. (For groups & individuals) | Inexpensive; easily made for specific purposes; can be arranged in any sequence desired and used like a flipchart. | Deteriorate with constant use; limited to use with smaller groups; can get out of sequence unless bound together. |
| 11. Posters | Message on a large piece of paper, usually with an illustration and a simple written message. (For groups & individuals) | Require minimum amount of time to make; easy to transport; relatively inexpensive. | Deteriorate rapidly; may confuse audience if they contain too much or too little information. Must be well-planned. |
| 12. Radio | Transmission of messages, information, entertainment via the air waves. (For groups & individuals) | Literacy-free; reaches large numbers of people inexpensively. | Requires careful planning of program content and logistical support in the field. Requires batteries. Depends on motivating audience to listen. |
| 13. Slides | 35mm film cut and mounted in cardboard frames so that they can be projected individually on a screen. (For groups) | Excellent way to bring distant or inaccessible things to the audience; less expensive than cinema; can be tailor-made to specific needs at the Center. | Easily damaged or gotten out of sequence; must be viewed in a darkened area or at night; some training required for operation; batteries or electricity required. |

MULTIPLE APPLICATION OF AUDIO-VISUALS

The matrix on the following page shows the different audio-visuals in use, or being developed, for various programs during the months of January, February, and March, 1979.* The matrix helps to point out graphically the very important fact that not only does any single a-v format have potential use in any program, but also any single audio-visual itself may be of use in several different programs. For example, the same photocards of vegetables which we produced for the agriculture program, could also be used in the health, women's, and even functional literacy programs. The photocards showing how to construct a water filter which we produced for the health program might also be used in the women's program.

Any single a-v format has potential application in any program, as well as potential for integration with other formats. Rubber stamps, for example, make an excellent teaching aid for the functional literacy program. But they can also be used for printing posters, or for printing on photocards used in any other program. Songs or slogans for the radio, can also be tape recorded for use in the villages. Tape recorded messages can also be printed in the newspapers or broadcasted on the radio. Match boxes can be printed with messages, and also used to deliver seeds or medicines.

We should always think in terms of exploiting the full potential of each audio-visual tool available to us.

*During January, February and March, the Community Organization, Fish and Duck programs were not yet in a position for developing communication tools.

## APPLICATIONS OF AUDIO-VISUALS, JAN-MAR 1979

| MEDIA \ PROJECT | Community Organiz. | Health | Agric. | Women's Program | Functional Literacy | Ducks | Fish |
|---|---|---|---|---|---|---|---|
| Tape cassettes | | | X | X | | | |
| Rubber Stamps | | | | | X | | |
| Slogans | | X | | | | | |
| Flash cards-Photos | | X | X | X | X | | |
| Match boxes | | | | | X | | |
| Newspaper | | | X | X | X | | |
| Postcards | | X | | | | | |
| Demonstrations | | X | X | X | | | |
| Songs | | | | X | | | |
| Playing cards | | | | | X | | |

## FEEDBACK AND EVALUATION

### Feedback.

Feedback may be defined as the generation of information from the audience which is relayed back to the project organizers. The feedback process should, indeed, provide the project administrators and resident workers with the continucus flow of information required to maintain or adapt the program in accordance with the needs and interests of the villagers. Furthermore, being allowed to have something to say about the project and its activities (i.e. feedback) promotes the feeling among participants that they have input into the control and direction of the project, a feeling which in turn heightens self-esteem and commitment to the project. These reasons make it essential that an effective system of feedback be built into the communication strategy.

The effectiveness of the feedback system will depend largely upon the ability of the resident worker to observe, interview, and survey the villagers with whom he lives and works. The emphasis on the field worker in the feedback process makes it imperative that a continuous two-way flow of communication exist between the field worker and the Center. This communication network may be established by arranging regular conferences (group or individual) at the Center between the field worker and those charged with monitoring the specific campaigns. These in-service conferences may also provide a valuable exchange of ideas among the workers themselves. This would serve to reinforce their sense of purpose and the concept of project unity.

Feedback on specific questions, such as the quantity of water filters, vegetable gardens, or compost piles in existance at a given time, could be obtained and communicated in a formal or informal manner. A formal, systematic approach to feedback might involve the use of a questionnaire which would provide exact answers to specific questions. Of course, the resident worker should feel free to communicate his opinions, needs or questions at any time, by whatever expeditious means available.

Audio Cassettes for Feedback. Another method of feedback that is inexpensive, and flexible enough to fulfill multiple objectives is audio cassette technology. A system of continuous information generation can be implemented by introducing cassettes into the villages. The field worker could play newly recorded messages for the group as a whole, and then follow this with discussion. The tape cassette and player could then be allowed to circulate among the villagers for a period of time during which they would be able to digest the information and record comments on the reverse side of the cassette. Then the field worker could collect the cassettes and convey them back to Sylhet for evaluation. This method is appropriate to a relatively unstructured feedback system, for it allows the villager to express freely his opinion on whatever aspects of the project that have warranted his concern.

Evaluation.

The process of evaluation includes analyzing feedback data and formulating recommendations for future action. Evaluation

involves four basic steps:

* Description. What is the purpose of the campaign? What is the innovation or behavior that is to be adopted?

* Measurement. How much change has occurred from the time of base-line analysis? Are there more compost piles? Less duck sickness? (A base-line survey is essential for providing a yardstick against which to measure change. This information, moreover, should be continually augmented throughout the program by regular feedback procedures.)

* Assessment. The comparison of practices extant at the time of base-line analysis and those in effect at the time of evaluation. Does the comparison indicate that the audience receives the message? Understands the messages? Acts upon the messages?

* Report. Recommendations for future action are made based on the assessment.

For effective evaluation of a communication campaign, the following should be kept in mind:

Evaluation must be done quickly.

Evaluation must be done inexpensively.

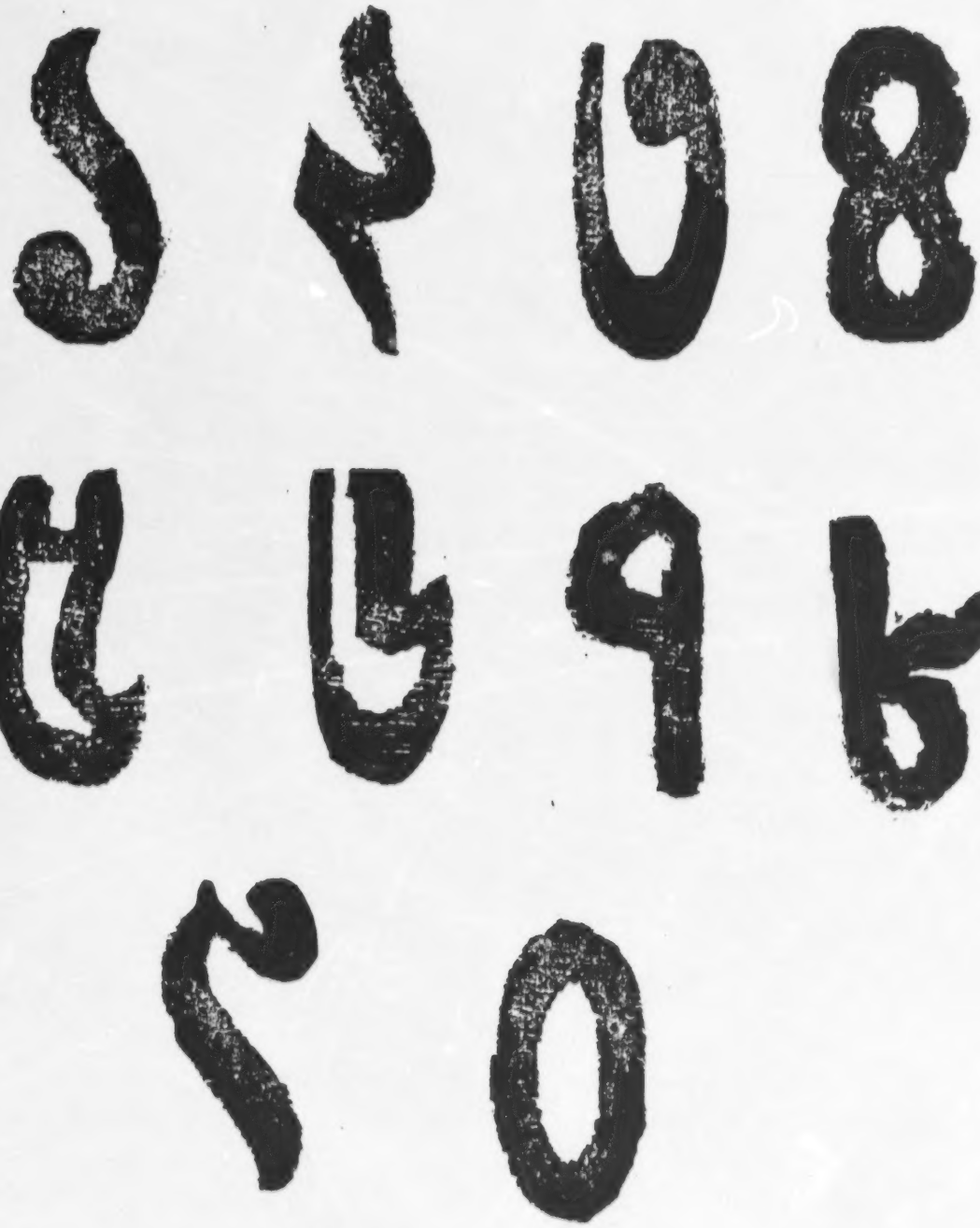
Limit evaluation to only those questions of critical importance to the success of the campaign.

Be assured of the accuracy of information.

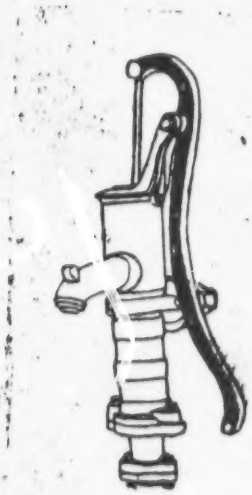
# APPENDICES

EXAMPLE OF RUBBER STAMP LETTERS

EXAMPLE OF RUBBER STAMP NUMBERS

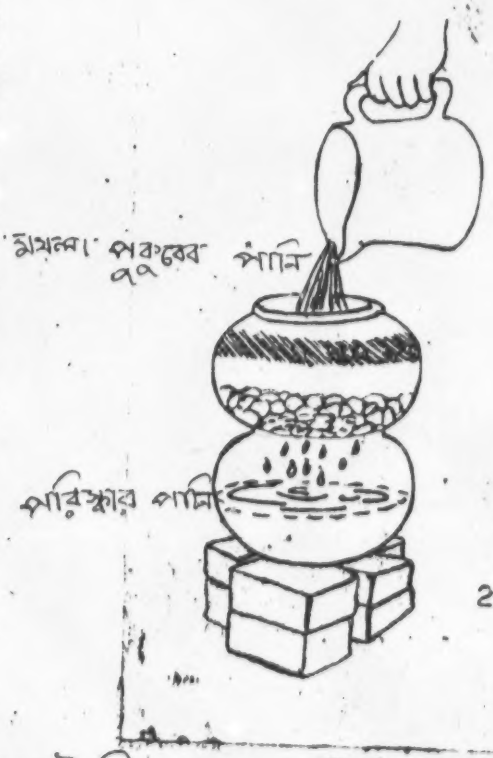


টিউবওয়েলের পানি স্বাস্থের জন্য ভাল



আই-ডি-এস কর্মীর সাথে কথা বলুন

খাবার পানি পরিস্কার করুন।
পেটের পীড়া থেকে নিরাপদ থাকুন




আই-ডি-এস কর্মীর সাথে কথা বলু

পোষ্ট-কার্ড

WE MAILED CARD
ON 12TH FEBRUARY

CARD RECEIVED ———

PLEASE NOTE WHAT
REACTIONS IT CAUSED IN
YOUR CLUSTER

ষ্ট্যাম্প

প্রতি/

জনাব যোগীন আহমদ
প্রযত্নে / হাজী মর্তুজা আলী
সাতরো কাজীর গাঁও
ইউনিয়ন / মোগল গাঁও
বাদাঘাট, সিলেট

BEST COPY AVAILABLE

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Mr. GUPTA, COMMUNICATIONS

CLEAN WATER MOTIVATIONAL PROGRAM, KOLLOGRAM



INTERNATIONAL VOLUNTARY SERVICES

To: IVSers

From: Communications Team

Report on Clean Water Motivational Program in Kollogram

As the pond water is full of large contaminators like dirt, frogs, bugs, cysts, large worm eggs, organic material and decaying matter, etc., the drinking water could be cleaned by some method, though Mr. Abdullah, a resident worker at Kollogram. There were several methods.

He discussed the problem and we came up with the following alternatives: (a) use of tubewell water, (b) boiling the water, (c) filtering the water, and (d) chemical (iodine and chlorine) addition to the water.

If the use of tubewell water is not possible, boiling water is too expensive and the use of chemicals is inappropriate, the filtering of water is the other alternative. Though this will not completely purify the water, it will take out dirt, decaying insects, large worm eggs, etc that cause stomach problems. Moreover, filtering of water is familiar and even taught in primary schools, although the method is not widely practiced in Kollogram. It was assumed that the initial water filter would serve as a demonstration of cleaning dirty water as well as serving as a water filter for the resident workers.

This way, the resident worker sets an example of what he/she is teaching. We first tested the whole process and we took audio-visuals by which we could aid the resident workers.

The Process of Making Water Filter:

(a) Things required:

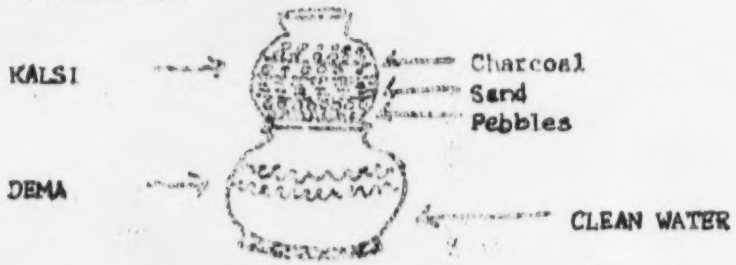
1. 2 clean pots - 1 small "kalsi" and 1 big "dema"
2. 1 "bira" made of straw
3. Fine sand
4. Pebbles
5. Charcoal

(b) Procedure

1. Wash the pots and other materials so that everything is clean.
2. Make two or three small holes at the bottom of the small pot (Kalsi)
3. Put the big pot on a bira made of straw.

4. Put two inches of pebbles into the small pot.
5. Put three inches of sand into the same small pot.
6. Next add approximately 2 inches of clean charcoal in the same pot.
7. Now, place the small pot over the big pot (dema)
8. Pour the pond water into the small pot and as it drips through different layers of charcoal, sand and pebbles, the dirt is filtered and clean drinking water comes out into the big pot.
9. The filter, the sand, pebbles and charcoal should be cleaned at least once a week.

(Note: If the charcoal floats, make a thin layer of small stones over the charcoal)




We wanted to demonstrate the method in Kollogram so the resident worker constructed the water filter in front of his house so it would attract the attention of fellow villagers interested, thereby forming an informal group of interested people to whom the resident workers could explain the reasons, the method, and the use of the water filter being constructed.

The fact that he was constructing a water filter for his personal use may motivate and create a belief among the villagers that the practice of filtering water is good. This way, the village worker became a demonstration and trial himself.

After the water filter was constructed, the resident worker showed the village people the dirty water full of contamination and then poured the same water through the filter. While pouring the dirty water, he explained the whole process of construction of a water filter and then showed the clean water to the villagers and drank a little and passed it around inviting discussion.

During the field worker's discussion he should mention that although it would make the water look clean and eliminate certain types of stomach illness that are caused by bugs, dirt, large worm eggs, cysts, and cercariae, etc., it will not stop cholera, typhoid, etc. For these you must boil the water for a full 20 minutes or use chemical additions after filtering. This

is necessary because filtration can help remove only organic matter. Virus and some bacteria will pass through. However, a properly made sand filtration, cleaned periodically, will make the water look clean and eliminate certain types of stomach illness. Moreover it will prepare the drinking water for boiling.

This active demonstration has proved to be an initial motivational campaign for clean water and in the future it would be supplemented by further demonstrations at various group meetings, with the addition of a motivational song. Other extension workers suggested that this demonstration could be done in the primary and secondary schools, mosques, KSS meeting places also.

This presentation is to inform and cause discussion among other village workers in regard to educational campaigns.

## A Friendly Word to the Mother of the House

Note from the Communications Team of the VDTP: With the help of this series of articles to be printed weekly on women's income generating activities, we will show the technical side of vegetable gardening so that more women can equip themselves with the technical knowledge of vegetable gardening. Other similar stories will follow weekly.

It is said that the 'wife brings wealth and manpower is brought by man.' Really, it is not only the bringing of wealth that depends on women but also the management of a family. You are a woman. Your family is comprised of your husband and children. This family looks for management to you only.

Perhaps your husband brings money for the family, but sometimes this is almost the end of his responsibility. The management of the whole household depends on you. And in order to manage the family expenses you need money in your hand.

Suppose your husband is not at home and you have to buy something very essential, what will you do? Maybe you will have to buy some cooking oil without which you cannot cook for the day. Will you borrow it from your neighbors? What will be your relationship to that neighbor if you have to keep on asking for something or other all the time? Or could you possibly not cook at all and let your husband and children go without food? Just think how you would feel under that circumstance, and what your husband and children would think. Here the responsibility is yours. Other members of your family will fail to understand why there should not be any oil in the house to cook or why you failed to buy any oil.

Besides, you are a mother. It is you whom the children keep on bothering to buy this or that for them. You cannot refuse them all the time just for the reason that yours is a mother's heart! At times you also desire to prepare a special dish for your children and husband, which again brings the problem of money. If you possess some extra money you can fulfill this desire. Moreover, when a ferriwala comes to you with colorful and beautiful glass bangles, you definitely would want to adorn your hands with one or two of those. It may happen that your husband does not have enough money to pay for those. If only you had some extra earnings, you could have bought some for yourself without bothering your husband! Apart from that, would you not feel uncomfortable to seek money from your husband all the time, understanding all the difficulties he faces in meeting the family requirements? Surely you would feel bad and so would your husband for not being able to make you happy.

So, naturally the question arises, how can you earn some extra money? A very useful way to solve all these problems is to grow vegetables around your household. These vegetables you grow, will, on the one hand, bring you some extra money. On the other, they will enable you to provide fresh nutritious food for your family. Moreover, growing vegetables yourself will bring down your family expenses. Because gardening will help you both earn and save some money, you will have money to use on other essential things for your family.

Happily, you need not spend much for vegetable gardening around your home. On only a poa of land you can grow vegetables worth Tk 40 to 50 in one season by investing Tk 5 to Tk 6. Look how only a little bit of labor and a small amount of money can help you to earn a reasonable amount!

There is a saying that even an ant does his own work. So you also will have to do your own work to solve your own problems. If you can earn some money it certainly helps you and also your family's health and happiness by growing vegetables around your home.

You are lucky to have the women village development workers from IVS coming to your door all the time to help you in increasing your income. You can always look to them for any technical assistance. Take advantage of the IVS women workers' assistance and make your home more prosperous and more beautiful.

Song of Women's Income Generating Program

Aunt of North house
Aunt of South house
Let's sit and listen to the advice of the sister.
She's speaking about things not so bad.
If we all grow plants
And if a little amount is earned
What harm is in that?
So let's listen to the words of the sister.
You have land that is lying uncultivated;
I have seeds.
If we engage ourselves
In growing trees
How much time will that need?
So let's listen to our sister.
There is no laziness of the soil
If we plant with our own hands
And if fruits come
That will be taken by
None but our children.
So let's hear the sister's advice.